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ABSTRACT

This report summarizes the results of the initial phase of MC 2000, a process of deriving information from the population of Mendocino College's (California) service area for the purpose of guiding long-term institutional planning and decision-making. The report presents the data collected from public meetings and the telephone survey. It highlights results of the telephone survey: respondents have highly favorable attitudes toward the College; 92% of those surveyed have visited the College campus in Ukiah or the College Centers in Lakeport or Willits; 64.7% of those who have visited have done so to take courses, 19.4% for performing arts events, and 18.7% for athletic events; and areas for possible improvement include workforce training, increasing course offerings in Willits and northern Mendocino County, and meeting the needs of different racial and ethnic groups. The results of public meetings are: in Willits and Covelo, the prevailing theme was access, particularly a desire for more class offerings; in Ukiah, the prevailing theme centered around the College's image among members of the community, specifically a need for the College to focus on identifying a few major strengths upon which it can build; in Lakeport, the prevailing theme was the adequacy of facilities at the Lake Center, particularly concerns regarding library resources and access to programs and activities offered. (VWC)

Mendocino College 2000 Summary Report - April 27, 2000

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MC 2000 Summary Report - April 27, 2000

Introduction

Mendocino College is in the process of deriving information from the population of its service area for the purpose of guiding long-term institutional planning and decision-making. This process, referred to as MC 2000, consists of a multi-faceted research design, including public meetings, a telephone survey and a series of issue-oriented focus groups. The information gathering process is being facilitated by a resource group comprised of community leaders in the private, governmental and non-profit sectors from throughout the community college district.

The purpose of this report is to summarize the results of the initial phase of MC 2000 (ie, public meetings and the telephone survey). Data derived from this phase of the project are to be used in identifying issues to be highlighted in subsequent stages of the process. More specifically, the resource group will draw upon the information contained in this report to suggest a list of focus group topics to be addressed in the next phase.

The initial phase of MC 2000 took place during the latter half of March and the first part of April. Activities undertaken included a telephone survey of 425 randomly selected district residents and four open public meetings, held in Covelo, Willits, Ukiah and Lakeport that were attended by a total of approximately 50 people.

Executive Summary

Results of Telephone Survey

- Respondents have highly favorable attitudes toward the College (81.4 % gave the College an overall rating of "good" or "excellent")
- 92 percent of those surveyed have visited the College campus in Ukiah or the College Centers in Lakeport or Willits; 64.7% of those who have visited have done so to take courses; 19.4% for performing arts events and 18.7% for athletic events.
- Areas for possible improvement include workforce training,

increasing course offerings in Willits and northern Mendocino County and meeting the needs of different racial and ethnic groups.

Results of Public Meetings

- In Willits and Covelo, the prevailing theme was access; specifically, participants expressed a desire for more classes to be offered at these locations.
- In Ukiah, the prevailing theme centered around the College's image among members of the community; specifically, participants suggested that the College focus on identifying a few major strengths upon which it can build, and on communicating its message more clearly to the community.
- In Lakeport, the prevailing theme was the adequacy of facilities at the Lake Center; specifically, participants expressed concern regarding library resources and access to programs and activities offered on the Ukiah campus.

Recommended Focus Groups

1. agriculture
2. athletics
3. business training needs
4. governmental and non-profit training needs
5. health-related occupations
6. high school students
7. outreach to Hispanics and other non-whites
8. performing and visual arts
9. technology

Recommended Theme for MC 2000 Planning Effort

"Moving Toward Excellence"

Telephone Survey Results

Mendocino College contracted with Inquire Market Research to conduct a random telephone survey of district residents. The number of respondents surveyed (N=425) was sufficient to ensure accuracy within plus or minus 10 percentage points. This degree of precision is adequate for the purpose of this report, which is to discern general trends in awareness and support for the College and to elicit opinions regarding the range of programs offered by the District and its effectiveness in delivering them.

The sample included 287 Mendocino County residents and 138 respondents from Lake County. 56 percent of the respondents were located in one of the three cities in which the College has campuses or centers (140 from Ukiah, 64 from Willits and 48 from Lakeport).

The remaining 44 percent of those surveyed were from outlying areas and were more or less evenly divided between Mendocino and Lake Counties (83 and 90 respondents, respectively). 60.2 percent of those responding to the survey were female; 39.8 percent male. In terms of racial background, the sample was 88 percent white and 8.5 percent Hispanic, with African Americans and Asian Americans each comprising under two percent of the sample.

An item by item synopsis of the results of the telephone survey is contained in Attachment A of this report. A detailed breakdown of survey results, including cross-tabulations by county, city and racial/ethnic background will be available for review by resource group members at the April 27 meeting. The remainder of this section provides a review and discussion of some of the more significant findings revealed by the survey data.

The most remarkable aspects of the telephone survey results center around the high degree of contact respondents have had with the College and the apparently high regard for the College held by those who responded to the survey. 92 percent of the sample indicated that they had visited either the Mendocino College campus in Ukiah or the college centers in Lakeport or Willits. The percentage of respondents who had visited the College was especially high among residents of the three cities containing College facilities. (Ukiah: 99.3%; Willits: 92.2%; Lakeport: 87.5%) The proportion of respondents from outlying areas who had visited the College was also high, with 94 percent of those located in Mendocino County zip codes outside of Ukiah and Willits and 81.1 percent of the Lake County respondents living outside of Lakeport having visited a campus or college center.

For the most part, those respondents who reported having visited the College have done so frequently, with 62.6 percent of those who have visited indicating that they have been to the College more than 10 times. Nearly two thirds of those who have visited College facilities have done so to take a course or courses, suggesting that at least half of the residents of the district have been students at the College at one time or another.

The extraordinarily high rates of campus visitation and participation in classes found among survey respondents are suggestive of a high degree of market penetration by the district. While this can obviously be construed as a positive finding, the extent to which the College has penetrated its existing market could be problematical from the standpoint of the future growth prospects of the district. In essence, the College is unlikely to be able to enjoy significant growth simply by making more district residents aware of its presence; most residents are apparently already aware of and benefiting from the programs provided by the College. From this perspective, it can be argued that the district's most promising avenues for future growth center around attracting a higher proportion of area high school graduates and perhaps by drawing students from outside of the area.

With regard to the image of Mendocino College held by district residents, numerous aspects of the telephone survey point toward highly favorable results. More than four out of five respondents gave the College an overall rating of good (51.3%) or excellent (30.1%). Nearly 90 percent of the survey respondents rated the service received when calling the College as good (47.8%) or excellent (42%). 63.5 percent of those surveyed stated that they have been very satisfied with the contact they have had with Mendocino College; another 26.1 percent reported being somewhat satisfied. The percentage of respondents expressing that they were not at all satisfied with their contact with Mendocino College was only 5.6. Over 90 percent of the respondents either agreed (57.9%) or strongly agreed (32.4%) that they would send their son or daughter to Mendocino College to prepare them for transfer to a four-year college or university. Over 85 percent either agreed (62.6%) or strongly agreed (22.8%) that they would send their son or daughter to Mendocino College for job training.

The College received its highest praise from survey respondents in the area of educational preparation for transfer to four-year colleges and universities, with over 90 percent rating the College as good (56.6%) or excellent (24.9%) in this regard. Somewhat smaller percentages of respondents rated the College as good or excellent (58.8%; 15.6% respectively) at preparing students for jobs in today's economy. About one-quarter of those responding rated the College as fair (20.2%) or poor (5.4%) on this attribute. While these numbers remain impressive, there is apparently room for improvement with respect to the district's delivery of vocational programs.

Mendocino College also received favorable ratings from survey respondents for responding to community needs for education (76.8% good or excellent); responding to community needs for other services (80.1% good or excellent); meeting the needs of students from different racial and ethnic groups (84.1% good or excellent) and contributing to economic growth and productivity in the area (80.7% good or excellent).

For the most part, the favorable attitudes expressed by respondents toward the College were consistent across geographic and racial/ethnic groupings. Geographically, the percentage of the sample giving the College an overall rating of good or excellent ranged from 81.2 percent in Willits to 85.4 percent in Lakeport with Ukiah falling in between. These differences are not large enough to be statistically significant. The College also received high overall ratings in the outlying areas of Mendocino (85.5% good or excellent) and Lake (75.3% good or excellent) counties. While the percentage of respondents from outlying Lake County appears somewhat lower than the other findings cited, its degree of variation still falls within the 10 percent error range of the survey.

One of the few geographic differences of note is the somewhat higher proportion of Willits respondents who indicated they have had problems getting the classes they want. 18.6 percent of Willits respondents who have attended classes at Mendocino College cited such problems, compared to 13.1 percent from Ukiah and 10.7% from Lake. Although this difference also falls within the error range of the survey, the fact that nearly one in five Willits students cited this problem (combined with the comments made at the Willits public meeting) suggests that the College may wish to examine the range and breadth of its offerings at the Willits Center. Among outlying areas significant numbers of respondents from Mendocino (23.4%) and Lake (19.6%) counties also cited problems getting classes they wanted, an indication of unmet need in these areas.

On the other hand, the percentages reported above might be regarded as remarkably small in light of the geographic expanse of the district boundaries. Moreover, the marginal cost of providing additional services to the proportion of district residents who view themselves as under-served is likely to be quite high. Nevertheless, the possibility of providing additional courses to outlying areas of the district, particularly in northern Mendocino County, may be worthy of further exploration.

With regard to the race and ethnicity of survey respondents, the number of African American and Asian Americans who responded to the survey is too small to allow for meaningful statistical comparison. These respondents, however, can be combined with those of Hispanic descent to derive an impression of how the College is viewed by non-white residents of the district. Doing so reveals that 75 percent of non-white respondents to the survey rated the College as good (50 percent) or excellent (25 percent), compared to 81.9 percent of the white respondents; a difference that is not statistically significant. Perhaps more significantly, 72 percent of the non-white sample rated the College as good (55.8%) or excellent (16.2%) at meeting the needs of students from different racial and ethnic groups. Among whites, the proportion of respondents rating the College as good or excellent in this regard was 85.5 percent. While these findings are somewhat encouraging, there appears to be room for improvement with respect to perceptions of the College held by non-white district residents.

The telephone survey results also provide insights concerning the types of activities viewed as important by district residents, as well as their views regarding the adequacy of the College's current program offerings. Specifically, respondents were asked to indicate whether they regarded various activities as very important, somewhat important or not at all important for the College to be involved in. Not surprisingly, preparing students for transfer to four-year institutions (85.9% very important; 13.7% somewhat important) and job training for local business and industries (79.8% very important; 18.8% somewhat important) received extremely high marks in this regard. Other activities viewed as important by those surveyed included intercollegiate athletics (35.8% very important; 44.0% somewhat important); performing arts (58.0% very important; 37.8% somewhat important); English as a second language courses and programs (72.3% very important; 23.6% somewhat important); child care for students at Mendocino College (76.3% very important; 21.1% somewhat important); and delivering classes via the internet (47.5% very important; 42.5% somewhat important).

The final question of the survey was an open-ended item that asked whether there is "a program or service that Mendocino College is not currently offering that you would like to see offered by the college". Surprisingly, 65.6 percent of those responding said "no", indicative of a high degree of satisfaction with the range of current program offerings. The most frequently cited suggestions for program offerings among those who answered "yes" to this question were more advanced computer technology (17.8%); health-related occupations (8.9%) and job training/placement (7.5%).

To summarize the results of the telephone survey, respondents as a whole displayed highly favorable attitudes about the College, along with high levels of satisfaction with its programs and services. These findings were consistent across different geographic portions of the district and, to a somewhat lesser extent, different racial and ethnic groups. Opportunities for improvement appear to exist with respect to the College's role in training workers for jobs in the local economy, delivering services to outlying areas (particularly in northern Mendocino County) and improving the perceptions of the College held by non-white racial and ethnic groups.

While it is tempting to interpret findings of this nature as a ringing endorsement of the status quo, there is always room for improvement, and the results of the telephone survey are instructive in this regard. In addition to the areas noted in the preceding paragraph and the dilemmas posed by the district's high market penetration that were cited earlier, an intriguing challenge posed by the data is the opportunity to shift perceptions of the College by district residents from the "good" to the "excellent" range. One means of accomplishing this would be to identify and pursue one or more "programs of distinction"; a concept that is worthy of further discussion as the visioning process unfolds.

Results of Public Meetings

As would be expected from an open format with a wide range of topics being addressed, the four public meetings elicited a broad array of suggestions from participants. Complete notes from each of the public meetings are included in Attachment B of this report. In this section, an attempt will be made to capture the prevailing themes encompassed at the Covelo, Willits, Ukiah and Lakeport sessions.

Many of those who participated in the Covelo meeting cited access as an important issue. Specifically, a number of speakers expressed strong interest in having more classes available in Round Valley. General education classes, such as English, math and science, as well as avocational offerings in areas such as drama, music, art and horticulture were cited as important by those in attendance. The recently adopted requirement that school aides obtain associate degrees was mentioned as indicative of the need for more course offerings. Short-term classes imparting computer skills were also viewed as important. In light of the area's isolation from population centers, classes geared toward telecommuting and entrepreneurship emerged as items of interest to meeting participants. As a means of addressing the College's concerns regarding enrollment adequacy, it was suggested that efforts be made to combine high school and college enrollments in order to satisfy minimum class sizes. The lack of basic skills in English and math among residents of the area prompted suggestions for a drop-in tutoring program. Noting that the College may be considering distance education as the primary means of serving the Round Valley population, some participants emphasized the need for live instruction to augment this mode of program delivery. While expressing these concerns, Covelo participants also made highly favorable remarks concerning the services they had been receiving from the College thus far.

As was the case in Covelo, access to College classes was of prime concern to those who participated in the Willits meeting. Increasing the availability of shorter term classes, especially those offered on Fridays and Saturdays, was suggested by more than one meeting

participant. Distance education courses that do not require traveling to Ukiah for orientation sessions were also listed as suggestions, as was the possibility of offering afternoon classes for senior citizens who cannot come to school at night. More advanced computer classes, such as high-end computer graphics were also cited as a need. Participants also suggested that the College survey local businesses concerning which computer software systems they use in order to match College offerings to the needs of area employers.

At the Ukiah meeting, a considerable amount of discussion ensued over the question of the College's image among the surrounding community. More than one participant suggested that the College should clarify its goals, perhaps by focusing on three or four key areas and upgrading staffing and resources in those areas. Others suggested that the College is perceived as "stand-offish" by some members of the community. The need for ongoing mechanisms for community feedback was cited, as was the importance of getting the College's message out to the community via a radio program or perhaps even a radio station. As was the case in Willits, the idea of surveying local businesses to determine their training needs arose at the Ukiah meeting. With regard to programmatic concerns, numerous suggestions were voiced, including the current shortage of child care workers, training needs for nurses and other health-related occupations, teacher training programs and programs for agricultural workers. The possibility of alternative energy as a theme for educational programs was also discussed. Participants in the Ukiah meeting offered praise of the grounds and facilities at the Ukiah campus; improvements were suggested in regard to library resources, science laboratories and overall facilities utilization (ie. off-peak class offerings and Friday/Saturday classes).

The prevailing theme at the Lakeport meeting centered around the adequacy of facilities at the Lake Center and the related issue of access to programs and services offered at the Ukiah campus. Library resources and classroom space appeared to be of particular concern in this regard, as well as access to performances and other activities offered in Ukiah. Regarding library resources, possible strategies for addressing these needs may include establishing computer terminals to provide access to the Ukiah campus library collection for Lake students via interlibrary loan or donating surplus computers to the Lake County library to facilitate use by college students. The issue of access to activities might be addressed by purchasing or leasing vans to transport Lake center students to the Ukiah campus or other off-site venues. Participants at the Lakeport meeting also discussed local labor market needs,

including hospitality and tourism, food service management, and training for child care workers. It was suggested that the College offer programs targeted toward these training needs at the Lake Center.

In view of the large number of suggestions that were made at the public meetings, readers of this report are encouraged to carefully review the meeting notes found in Attachment B to gain a more complete understanding of the views of those in attendance. It is likely that resource limitations would preclude the College from responding affirmatively to all of the suggestions that arose at the meetings. Nonetheless, an attempt should be made to address some of the concerns raised at each meeting in the course of formulating implementation strategies based on the MC 2000 effort.

Recommended Focus Groups

At its April 27th meeting, the resource committee will be asked to recommend a list of focus groups to be convened for the next phase of MC 2000. The list of focus groups should be based, in part, on the findings obtained during the initial phase of this process. The resource group may also wish to consider the degree to which the College is equipped with sufficient facilities, staffing and other resources to respond to the needs likely to be identified by the focus groups. Based upon these considerations, focus groups would appear to be appropriate with respect to the following topical areas:

1. agriculture
2. athletics
3. business training needs
4. governmental and non-profit training needs
5. health-related occupations
6. high school students
7. outreach to Hispanics and other non-whites
8. performing and visual arts

At the April 27th meeting the resource committee may wish to suggest additions or revisions to this list for consideration. Focus groups will be conducted during May and June. Following completion of the report based on focus group activities, the resource committee will be reconvened for the purpose of compiling a list of issues to be addressed by the College in formulating its long-range institutional plan for the next five years and beyond.

Conclusion

Based upon the results obtained thus far, it is safe to conclude that the majority of participants in the Vision 2000 process consider Mendocino College to be a very good institution with a number of identifiable strengths. Excellence appears to be an attainable objective for the College to pursue. In fact, "Moving Toward Excellence" might be a good theme to ascribe to this long-range planning effort. The remainder of the visioning process should be oriented toward bringing focus to the College's efforts at improvement, with the idea of identifying specific areas in which institutional excellence might be achieved.

MC 2000

SUMMARY OF TELEPHONE SURVEY RESULTS

(N=425)

1. What is your overall opinion of Mendocino College?

Excellent 128 (30.1%)

Good 218 (51.3%)

Fair 42 (9.9%)

Poor 7 (1.6%)

2. Have you ever visited one of our campuses or centers?

Yes 391 (92.0%)

No 34 (8.0%)

3. Which campus did you visit?

Ukiah 332 (84.9%)

Lakeport 104 (26.6%)

Willits 55 (14.1%)

4. How many times have you visited?

110 (28.2%)

>35 (9.0%)

10 245 (62.8%)

5. For what purpose have you been to the College?

Taking course(s) 253 (64.7%)

Musical/dramatic/dance performance 76 (19.4%)

Athletic event 73 (18.7%)

Meeting/conference 41 (10.5%)

Socialize/visit students/visit campus 26 (7.2%)

Art gallery exhibit 22 (5.6%)

6. Did you have any problems with getting the classes you wanted?

Yes 43 (17.0%)

No 210 (83.0%)

7. What was the problem?

Classes full 14 (32.6%)

Few classes offered 12 (27.9%)

Class time/schedules 6 (14.0%)

8. How would you rate the quality of education offered by Mendocino College?

Excellent 116 (30.7%)

Good 218 (57.7%)

Fair 41 (10.8%)

Poor 3 (0.8%)

9. Have you ever had occasion to call Mendocino College?

Yes 222 (52.2%)

No 203 (47.8%)

10. Did you speak with a person?

Yes 207 (93.2%)

No 15 (6.8%)

11. How would you rate the service you received when you called the College?

Excellent 87 (42.0%)

Good 99 (47.8%)

Fair 13 (6.3%)

Poor 8 (3.9%)

12. Overall, how satisfied have you been with the contact you have had with Mendocino College?

Very satisfied 270 (63.5%)

Somewhat satisfied 111 (26.1%)

Not at all satisfied 24 (5.6%)

Please indicate whether you strongly agree, agree, disagree or strongly disagree with the following statements:

13. Mendocino College is meeting the educational needs of district residents.

Strongly agree 92 (23.1%)

Agree 269 (67.4%)

Disagree 30 (7.5%)

Strongly disagree 8 (2.0%)

14. Mendocino College is doing a good job of training workers for employers in the district.

Strongly agree 54 (16.7%)

Agree 231 (71.5%)

Disagree 32 (9.9%)

Strongly disagree 6 (1.9%)

15. I would send my son or daughter to Mendocino College in order to prepare them for transferring to a four-year college or university.

Strongly agree 153 (32.4%)

Agree 238 (57.9%)

Disagree 28 (6.8%)

Strongly disagree 12 (2.9%)

16. I would send my son or daughter to Mendocino College for job training.

Strongly agree 87 (22.8%)

Agree 239 (62.6%)

Disagree 46 (12.0%)

Strongly disagree 10 (2.6%)

17. I would not send my son or daughter to Mendocino College.

Strongly agree 17 (4.1%)

Agree 50 (12.0%)

Disagree 251 (60.3%)

Strongly disagree 98 (23.6%)

To the best of your knowledge, please rate Mendocino College as poor, fair, good or excellent on each of the following attributes:

18. Educational preparation for transfer to a four-year college or university.

Poor 11 (3.0%)

Fair 57 (15.6%)

Good 207 (56.6%)

Excellent 91 (24.9%)

19. Preparation for jobs in today's economy.

Poor 19 (5.4%)

Fair 71 (20.2%)

Good 207 (58.8%)

Excellent 55 (15.6%)

20. Responding to community needs for education.

Poor 23 (5.9%)

Fair 68 (17.3%)

Good 221 (56.2%)

Excellent 81 (20.6%)

21. Responding to community needs for other services.

Poor 14 (4.3%)

Fair 51 (15.6%)

Good 205 (62.7%)

Excellent 57 (17.4%)

22. Meeting the needs of students from different racial and ethnic groups.

Poor 9 (2.8%)

Fair 42 (13.0%)

Good 183 (56.8%)

Excellent 88 (27.3%)

23. Contributing to economic growth and productivity in the area.

Poor 15 (4.0%)

Fair 57 (15.3%)

Good 231 (61.9%)

Excellent 70 (18.8%)

For each of the following programs or activities, indicate whether you feel that it is very important, somewhat important or not at all important for Mendocino College to be involved.

24. Preparing students for transfer to a four-year college or university.

Very important 358 (85.9%)

Somewhat important 57 (13.7%)

Not at all important 2 (0.5%)

25. Job training for local business and industries.

Very important 27 (79.8%)

Somewhat important 77 (18.8%)

Not at all important 6 (1.5%)

26. Intercollegiate athletics.

Very important 144 (35.8%)

Somewhat important 177 (44.0%)

Not at all important 81 (20.1%)

27. Performing arts, such as theatre, dance and music.

Very important 236 (58.0%)

Somewhat important 154 (37.8%)

Not at all important 17 (4.2%)

28. English as a second language courses and programs.

Very important 285 (72.3%)

Somewhat important 93 (23.6%)

Not at all important 16 (4.1%)

29. Child care for students at Mendocino College.

Very important 297 (76.3%)

Somewhat important 82 (21.1%)

Not at all important 10 (2.6%)

30. Child care for people who are not students at Mendocino College.

Very important 127 (35.2%)

Somewhat important 141 (39.1%)

Not at all important 93 (25.8%)

31. Delivering classes via the internet.

Very important 172 (47.5%)

Somewhat important 154 (42.5%)

Not at all important 36 (9.9%)

32. Is there a program or service that Mendocino College is not currently offering that you would like to see offered by the College?

Yes 146 (34.4%)

No 279 (65.6%)

33. What program would you like to see offered?

More/Advanced computer/Internet/Technology 26 (17.8%)

Medical/Nurse/Therapist courses 13 (8.9%)

Vocational/Trade training/Job placement 11 (7.5%)

Agriculture classes 8 (5.5%)

More/Better/Advanced language classes 8 (5.5%)

Photography classes 8 (5.5%)

More/Better/Advanced science courses 5 (3.4%)

High/Advanced classes for graduating/4 year program 5 (3.4%)

Public Meeting Notes

MENDOCINO COLLEGE MC 2000

Covelo: April 3, 2000 Notes

Mendocino College Representatives present:

Carl Ehmann, President Ross Beck

Joan Erickson, Board Member Vicki Patterson

Wade Koeninger, Board Member George Bennett

Don Vasconcellos Janet Bennett

Gaither Loewenstein Sandy Peters, Recorder

Mark Rawitsch

Carl introduced the MC 2000 project and thanked the Covelo community members for their hospitality.

Wade presented the format for tonight's presentation; MC representatives are here to listen. The Board is supporting this project and is willing to return for dialog at a future time.

Carl shared the specifics of MC 2000:

- Public meetings to acquire input from community members
- Phone survey to obtain information on a random basis in April/May
- Focus groups will meet on specific areas to determine next steps
- Planning process in committees (incorporating suggestions) to prepare final report for Board of Directors to determine the future. Goal: December

PUBLIC INPUT

PROGRAMS

- More one-to-one instruction with teacher present--not only distance learning options.
- More general education courses.
- Aides from the schools need more general ed classes. Hard to get to Ukiah--travel is difficult.
- Would like English 80 or lower level English classes; sequential math courses also.
- Students have a need to learn study habits, how to improve reading skills, how to be a successful student, how to research information, how to address a problem.

- A course on how to develop a basic business plan.
- A course on basic job skills, resume writing.
- Ongoing computer classes—all levels beginning to photo shop.
- Classes on the Internet and Web design.
- Horticulture classes—plant propagation.
- Child development classes.
- A course in natural history.
- Art, painting, ceramics classes in Covelo.
- School aides are going to be required to have an A.A. degree. Need local classes to help complete A.A. requirements.
- Establish 2 + 2 program with high school and Mendocino College to familiarize students with college.
- Develop program to attract potential students in their 20's to further their education and work toward achieving an A.A. degree (individuals that are out of high school but not in a career at present).
- More short-term classes—two- day classes. These classes build a bridge to the college.
- Consider offer classes degree vs. non-degree—different outcome levels expected by instructor.
- Other classes to consider: drama, dance, music, and art.
- Any arts would be welcome for enrichment.
- Basic courses: math, English, science—not many are now available in Covelo to help with GED (GED classes are starting at Adult Ed on April 11 from 12:30 to 3:30).
- Incorporate music and movement into the regular Child Development semester courses in Ukiah.
- Covelo High School obtained a grant for music—perhaps cooperate with Mendocino College in a joint venture.
- Utilize local Native Americans to teach dance to all interested community members.
- Offer Native American art classes.

FACILITIES

- In Ukiah, HVAC is a problem in some classrooms.
- Covelo High School is available to be used for some classes.
- Remediation or Tutoring Center needed.
- Schools can offer facilities for the college to cut the cost of classes.

TRENDS

- E-commerce classes should be incorporated into classes.
- *Press Democrat* reported that telecommuting is growing—14 percent of population is involved (vague statistic) but this could definitely benefit Covelo residents.
- Home based businesses can be successful with proper technology utilized—consider courses to address this concept.

ACCESS

- More classes offered here in Covelo instead of going to Willits.
- Use well-educated Covelo residents to become teachers for local classes.
- Textbooks can be a problem to obtain in Covelo at the beginning of the semester.
- Could a van or bookmobile be available for Mendocino College resources—videos?
- Bring a teacher here if we can generate the enrollment.

TECHNOLOGIES

- Utilize interactive technologies hooking up Covelo classroom to Ukiah campus (TV or computer).
- Keep the computer classes available—help close the age gap for all to learn the computer.
- Integrate arts with technology—graphic design, lighting.
- Need for course on computer hardware maintenance, how to set up a system, maintain systems.

HELP STUDENTS ACHIEVE GOALS

- Have distance-learning instructor available in Covelo on an occasional basis to help students achieve goals—offer assistance.
- Mentoring program for "tweenies" who need personal attention—business people from the valley.
- Childcare is needed to allow students to have access to classes and computer labs.
- Transportation can be an issue for students to attend classes

OTHER SOURCES OF MONEY

- Seek grant monies for small rural isolated community learning projects.
- Coordinate between the college and the community to put a grant together.
- Look at Tribal Council for support of book expenses for needy students—tuition is affordable, but books can be prohibitive.

OTHER ISSUES

- None.

MENDOCINO COLLEGEMC 2000

Willits: April 4, 2000 Notes

Mendocino College Representatives present:

Carl Ehmann, President Gaither Loewenstein

Bernie Lemke, Board Member Mark Rawitsch

Wade Koeninger, Board Member Ross Beck

Jerry Colwell, Board Member Sandy Peters, Recorder

Don Vasconcellos

Carl introduced the MC 2000 project and welcomed *The Willits News* reporter and community members to the forum.

Jerry presented the format for tonight's presentation; MC representatives are here to listen. The Board is supporting this project and is willing to return for dialog at a future time.

Carl shared the specifics of MC 2000:

- Public meetings to acquire input from community members
- Phone survey to obtain information on a random basis in April/May
- Focus groups will meet on specific areas to determine next steps
- Planning process in committees (incorporating suggestions) to prepare final report for Board of Directors to determine the future. Goal: December

Ross encouraged further input from the Willits community. Further comments can be made through e-mail to the Mendocino College Website, by contacting the Willits Center, or by contacting the MC Public Relations Office in Ukiah.

PUBLIC INPUT

PROGRAMS

- Survey businesses to make sure that our classes are utilizing the most popular software (Microsoft Word vs. WordPerfect).
- Consider a photography program.
- Short-term vs. long-term classes. Short-term classes are very desirable for working individuals that have difficulty committing to an entire semester.
- Friday night-Saturday classes have been very popular-more of them.
- Possible need for different levels of some courses—(Conversational Spanish) for those not desiring a degree option.

- Consider counseling as available for older-age students to avoid high drop out—consider non-degree course option—and have students enrolled in correct course. Some are interested in less strenuous coursework than a degree oriented course. (Conversational Spanish example).
- Offer course on small business management, development of a business plan, how to obtain sources of funding, A-Z of running a small business.
- Seniors are interested in travel—teach how to use the Internet for travel purposes.
- Short weekend courses on how to use the Internet.
- Consider courses for the growing Hispanic population—basic English skills.

FACILITIES

- City of Willits is excited about working with the College on the new building project and also utilizing the classroom in the WIC building.
- The Senior Center is available for weekend short courses for Mendocino College.
- Offer art classes in the WIC classroom in the fall. (The Willits community raised \$80,000 to renovate the building. It is owned by the City.)

TRENDS

- Survey businesses to determine trends.
- MTA representative reported that bus drivers and mechanics are needed.
- Small businesses are popular. College of the Redwoods on the Coast has offered a series of weekend courses on how to start and run a business. See if this is a duplication of other efforts (West Co.).
- With the popularity of the Internet, Web based classes (design etc.) should be considered.

ACCESS

- Can Mendocino College provide access for 50+ seniors who are interested in developing computer skills at the Senior Center?
- Is the computer lab available to offer Internet instruction to seniors? Is the lab available for use if space is available?
- Seniors would like classes in the late afternoon instead of the evening.
- Could Mendocino College bring equipment to the Senior Center for instruction?

TECHNOLOGIES

- Match our technology to local employers.
- Consider distance learning courses with an orientation meeting in Willits—not always Ukiah.
- Keep the Internet and Web page design in mind when planning courses.
- Offer high-end computer courses (PageMaker), desktop publishing.

HELP STUDENTS ACHIEVE GOALS

- Utilize MC counselors with Willits High seniors as they develop their five-year plans for their senior portfolios. Help them consider Mendocino College as an option. Develop a link with MC counselors and high school counselors.

OTHER SOURCES OF MONEY

- Partnership with employers. They can be a source of money. If an organization desires certain training, the organization can work with Mendocino College to assist in the financing of the instruction.

OTHER ISSUES

- Board meetings are open to the community. A list of dates for this year's Board meetings was distributed.

MENDOCINO COLLEGE MC 2000

Ukiah: April 6, 2000 Notes

Mendocino College Representatives present: Advisory Members:

Carl Ehmann, President Gary Brawley

Bernie Lemke, Board Member Denise Doering

Wade Koeninger, Board Member K.C. Meadows

Don Vasconcellos Marvin Trotter

Gaither Loewenstein

Ross Beck

Sandy Peters, Recorder

Carl introduced the MC 2000 project and welcomed the Advisory Committee members and community citizens to the Mendocino 2000 forum.

Wade presented the format for tonight's presentation; MC representatives are here to listen. The Board is supporting this project and is willing to return for dialog at a future time.

Carl shared the specifics of MC 2000:

- Public meetings to acquire input from community members
- Phone survey to obtain information on a random basis in April/May
- Focus groups will meet on specific areas to determine next steps
- Planning process in committees (incorporating suggestions) to prepare final report for Board of Directors to determine the future. Goal: December

PUBLIC INPUT

PROGRAMS

- Insure that counseling staff gives complete, up-to-date transfer information to students enrolled at MC during the counseling process.
- Evaluate library budget and make sure that adequate resources are available to keep it in proper balance with other programs.
- Because soccer is such a popular sport in this community, consider offering a soccer program to encourage students to attend MC.

Paulette Arnold, SPACE representative, appreciated the commitment of the college to hire a full-time theater arts instructor. She encouraged MC to continue to look for opportunities to work with SPACE and to continue a commitment to develop the performing arts program. Specifically:

- Consider a two-year certificate program for drama—which could attract a large portion of the 300 current SPACE students;
- Provide teacher-training program for high school drama students.
- Continue to develop high-end technology programs to attract local high school students.
- Use technology across the curriculum—science, history, journalism, etc. Incorporate Internet usage in research skills in all departments.
- Consider incorporating training in casino gaming skills (basic math, auditing courses).
- Consider the growing Hispanic population in course development—basic English skills.
- Agriculture department should be strengthened with all the ag land available. Gardening classes are important to continue.
- Utilize our land to support ag and biology courses for research.
- Viticulture class was good but need increased lab work.
- Fund visiting professors in specialized areas such as viticulture (U.C. Davis).
- Upgrade teaching staff to attract students.
- Include more Com-ex courses. These provide people in the community with a connection to the college.
- Health careers needed—LVN, RN, health records technicians, medical assistants, outreach workers. Students are traveling to SRJC at present to obtain this specialized certificate training. Make sure our programs are of equal content as SRJC.
- College should have a radio station.
- Consider solar energy, technology for propelling vehicles, alternative ways of providing energy—this could help improve our local economy.
- Consider law enforcement and correctional officer programs.

FACILITIES

- Add more trees to the parking lot to provide shade.
- Improve science facilities—labs, classroom, and general facilities.
- Improve ventilation system in chemistry classroom.
- Is there long-term planning for equipment replacement? (theater equipment)
- How can college classrooms be utilized more effectively? Look at schedule to maximize classroom usage—late afternoon, etc.

TRENDS

- Consider incorporating "publishing on demand" books as needed for further reference materials for the library.
- Prepare to train students with skills for high-tech industry jobs with the hopes of attracting more industries to the area (manufacturing).
- With job changes occurring, prepare students with a broad base of knowledge that will lead to flexibility and security in job changes.
- Since childcare workers are needed, expand CDV program with imaginative scheduling to accommodate more night and Saturday classes (to accommodate working childcare workers).
- Look for opportunities to reach out to provide support for integrating the Hispanic population in appropriate courses.
- Offer opportunities for workers to enhance upward mobility in their present business positions.
- Offer courses for the aging population as the job market changes—"Plan B" to allow them to keep current as technology changes.
- More nurses are needed. Provide training locally.
- Consider Friday and Saturday classes.
- Nurses and teachers are needed.
- Solar energy—alternative energy—meet the demands for the future.
- Look at trends in local labor market and decide on three or four. Narrow focus of college and become well known for these programs.
- Survey businesses to find out what their business needs are. Don't forget Native American, minorities, and teenage market in survey.

ACCESS

- Continue to provide access to SPACE in the theater arts program.
- Consider evening bus run if economically feasible with MTA.
- Could college provide a van or bus in the evening to downtown?

- Consider full-time or part-time staff person to provide maximum access to the theater arts program in both theaters.
- Attract high school students with a clear program of matriculation to four-year colleges.
- Offer MC as "center" for university alumni meetings for local residents.
- MC should try to attract high school and youth to college for track meets etc. to develop positive relationship. Re-evaluate shot put and discuss at Leprechaun Classic track meet.

TECHNOLOGIES

- Don't overdue too much distance learning with core programs. It shouldn't replace one-to-one instruction; interaction is needed.

HELP STUDENTS ACHIEVE GOALS

- Consider offering competitions for students as changing curriculum emerges—solar energy competitions (projects, papers, etc.)
- Help students clearly outline goals to avoid confusion.

OTHER SOURCES OF MONEY

- Research Silicon Valley foundations as funding sources to improve technology programs.
- Investigate grants in connection with technology.
- Approach vineyards and wineries for support as we develop compatible programs.
- Approach forest products firms to develop programs.
- Contact nouveau riche of Silicon Valley who may support environmentally friendly projects.
- See if stream restoration funds are available.
- Partner with non-profit organization in writing grants.
- Approach Tribal Council — gaming organizations as a source of money.
- Have a grant evaluator on staff to provide for collaboration and evaluation in grant writing. (Public Health Department)
- Pursue local scholarships for more students.

OTHER ISSUES

- Make sure the Mendocino College "Mission Statement" is articulated to the community. What are our primary goals?
- How to motivate community to be interested in outcome of college? Need to have more comments from community and community members present for input.
- Put "Community" back in the name of the college.

- A Board member suggested that the Board's perception needs to be changed. The Board should be more approachable—suggested that members visit service organizations to share the college goals.
- Use radio to call in "Boardside Chat" like FDR's "Fireside Chat."
- Each month have a focus group report to a board meeting.
- Publish the result of this process.
- If these suggestions are instituted, trust will be built for the future

MENDOCINO COLLEGE MC 2000

Lakeport: April 10, 2000 Notes

Mendocino College Representatives present:

Ed Zimmerman, Board Member

Wade Koeninger, Board Member

Don Vasconcellos

Gaither Loewenstein

Ross Beck

Ruth Lincoln

Sandy Peters, Recorder

Don introduced the MC 2000 project and thanked all for coming to the Mendocino 2000 forum.

Ed presented the format for tonight's presentation; MC representatives are here to listen. The Board is supporting this project and is willing to return for dialog at a future time.

Don shared the specifics of MC 2000:

- Public meetings to acquire input from community members
- Phone survey to obtain information on a random basis in April/May
- Focus groups will meet on specific areas to determine next steps
- Planning process in committees (incorporating suggestions) to prepare final report for Board of Directors to determine the future. Goal: December

PUBLIC INPUT

PROGRAMS

- Encourage participation with Lake County high school performing arts programs to recruit students to MC.

- Outreach to seniors. Have more courses at the Senior Center for convenience and space.
- More services from Ukiah campus to Lake County for disabled students.
- Need a library available for Lake County Center—possible collaboration with Lake County Library. Needs include: expanded days, hours and research facilities.
- Handicapped program for special needs adaptive P.E.
- Non-profit organizations are abundant. Provide management training for non-profit Board of Directors, human resources training for volunteer organizations

FACILITIES

- Parking problem at Lake County Center--particularly in the evening. Consider renting vacant Cal Works building for more classrooms and to prevent more parking congestion if a new business rented the Cal Works space.
- Library needed.
- Conference room needed for meetings--lack of space is a real problem.
- Dance studio space needed--could also be used for drama, theater arts, or community meetings.
- Permanent campus in Lake County.
- Facilities needed for handicapped.
- Increased computer laboratory access.
- Inadequate study center.

TRENDS

- Cisco networking popular--high-tech job training.
- Child care providers needed--continue to provide training to meet childcare training needs.
- Hospitality, tourism, food prep, tourism opportunities are available in this area. Work with local retreat centers to determine needs. (Check with Yuba College not to duplicate efforts). Offer higher-end food service training.

ACCESS

- With so many part-time instructors, students have difficulty accessing them. Consider more support for part-timers -- office hours to provide extra help, benefits to keep instructors available.
- Office hours for part-time teachers.
- Have Sonoma State University extension classes in Lake County.

- Have a 15-seat bus available for field trips for students. Difficult to get to Ukiah to borrow one.
- Shuttle bus to help with parking problem.
- Access to library facilities.
 - Provide transportation for Lake County students to participate in Performing Arts productions at main campus.
 - Expand Com Ex program in Lake County.
 - Reach out to bi-lingual population in Lake County. Expand ESL and outreach to include them.
- Transportation to and from Ukiah campus.

TECHNOLOGIES

- Distance learning is dehumanizing. One-to-one interaction with a live teacher is preferred.

HELP STUDENTS ACHIEVE GOALS

- Survey high school students to determine their goals for the future. Has MC done any surveys?
 - More full-time instructors to provide continuity in programs. Reduce "revolving door" of part-time instructors.
 - Office hours for part-time instructors would benefit students.
 - Financial aid staff more available at Lake County (not the phone).
- Physical space for a library. Have a place for students to study at night—Lake county Library hours expanded. Perhaps have students volunteer at the library. This may interest them in a library career.

OTHER SOURCES OF MONEY

- Consider creating a performing arts event that would be a fundraiser. This event could join the community and college in a collaborative event. Charge admission—(*Mikado* example).
- Could the Foundation have special fundraising programs designed to benefit Lake County?
- College could create a "lake centered" event that would attract individuals outside the community. Appeal to the uniqueness of the area.
- Consider hosting Foundation dinners in Lake County. Lake County residents would enjoy a local event.
- College boat racing event.
- Partner with other organizations to help pay expenses for specialty courses. County agencies possibly could help pay for needed courses. (Spanish was given as an example).
- Has the Foundation received any large donations (charitable remainder trusts) from the Lake County area?

BEST COPY AVAILABLE

- Increase presence of the Foundation in Lake County to benefit Lake County Center.
- Consider looking at a separate Foundation for Lake County.

OTHER ISSUES

- Parking at the Lake Center in the evening was again mentioned as a major problem.
- Form a Citizens' Advisory Committee which would include a cross section of the community. Yuba College has a committee that meets once a quarter with local Board members for additional input.
- Mendocino College Board meetings are the first Wednesday of each month.

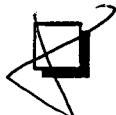


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